

# DÃ©irdre NÃ¡- ChrÃ³inÃ¡n

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2836063/publications.pdf>

Version: 2024-02-01

39  
papers

841  
citations

686830

13  
h-index

552369

26  
g-index

41  
all docs

41  
docs citations

41  
times ranked

598  
citing authors

#	ARTICLE	IF	CITATIONS
1	Meaningful Experiences in Physical Education and Youth Sport: A Review of the Literature. <i>Quest</i> , 2017, 69, 291-312.	0.8	180
2	Implementing formative assessment in primary physical education: teacher perspectives and experiences. <i>Physical Education and Sport Pedagogy</i> , 2013, 18, 219-233.	1.8	75
3	A Layered Approach to Critical Friendship as a Means to Support Pedagogical Innovation in Pre-service Teacher Education. <i>Studying Teacher Education</i> , 2016, 12, 302-319.	0.8	66
4	Pedagogical principles of learning to teach meaningful physical education. <i>Physical Education and Sport Pedagogy</i> , 2018, 23, 117-133.	1.8	60
5	International Approaches to Whole-of-School Physical Activity Promotion. <i>Quest</i> , 2015, 67, 384-399.	0.8	56
6	Student voice as risky praxis: democratising physical education teacher education. <i>Physical Education and Sport Pedagogy</i> , 2017, 22, 459-472.	1.8	37
7	Pedagogical principles that support the prioritisation of meaningful experiences in physical education: conceptual and practical considerations. <i>Physical Education and Sport Pedagogy</i> , 2022, 27, 455-466.	1.8	35
8	A focus on the <i>how</i> of meaningful physical education in primary schools. <i>Sport, Education and Society</i> , 2019, 24, 624-637.	1.5	28
9	Supporting Collaborative Self-Study: An Exploration of Internal and External Critical Friendships. <i>Studying Teacher Education</i> , 2019, 15, 139-159.	0.8	28
10	Pupils' and teachers' perceptions of a culminating festival within a sport education season in Irish primary schools. <i>Physical Education and Sport Pedagogy</i> , 2009, 14, 391-406.	1.8	23
11	From initial teacher education through induction and beyond: a longitudinal study of primary teacher beliefs. <i>Irish Educational Studies</i> , 2014, 33, 451-466.	1.5	19
12	Using self-study to explore the processes of pedagogical innovation in physical education teacher education. <i>Asia-Pacific Journal of Health, Sport and Physical Education</i> , 2015, 6, 273-286.	1.0	19
13	Using features of meaningful experiences to guide primary physical education practice. <i>European Physical Education Review</i> , 2019, 25, 599-615.	1.2	17
14	â€˜In their shoesâ€™: exploring a modified approach to peer observation of teaching in a university setting. <i>Innovations in Education and Teaching International</i> , 2014, 51, 218-229.	1.5	16
15	Teacher educatorsâ€™ enactment of pedagogies that prioritise learning about meaningful physical education. <i>Curriculum Studies in Health and Physical Education</i> , 2018, 9, 76-89.	0.9	15
16	Using meaningful experiences as a vision for physical education teaching and teacher education practice. <i>Physical Education and Sport Pedagogy</i> , 2019, 24, 598-614.	1.8	15
17	Primary school teachersâ€™ experiences of external providers in Ireland: learning lessons from physical education. <i>Irish Educational Studies</i> , 2019, 38, 327-341.	1.5	13
18	What happened next? Exploring the sustainability of a whole-of-school physical activity initiative. <i>International Journal of Health Promotion and Education</i> , 2021, 59, 297-306.	0.4	12

#	ARTICLE	IF	CITATIONS
19	Flying the â€”Active School Flagâ€”™: physical activity promotion through self-evaluation in primary schools in Ireland. Irish Educational Studies, 2012, 31, 281-296.	1.5	11
20	Attaining the Active School Flag: How physical activity provision can be enhanced in Irish primary schools. European Physical Education Review, 2019, 25, 76-88.	1.2	10
21	Pre-service teachers articulating their learning about meaningful physical education. European Physical Education Review, 2020, 26, 885-902.	1.2	8
22	â€”Itâ€”™s how PE should be!â€”™: Classroom teachersâ€”™ experiences of implementing Meaningful Physical Education. European Physical Education Review, 2021, 27, 666-683.	1.2	8
23	Teacher educators' perspectives on the implementation of beginning teacher standards for physical education in Ireland: developing and regulating the profession?. European Journal of Teacher Education, 2013, 36, 261-278.	2.2	7
24	How can pre-service primary teachers' perspectives contribute to a pedagogy that problematises the â€”practicalâ€”™ in teacher education?. Irish Educational Studies, 2013, 32, 251-267.	1.5	7
25	Off-balance: the integration of physical education content learning and Irish language learning in English-medium primary schools in Ireland. Education 3-13, 2016, 44, 566-576.	0.6	7
26	Playing to our strengths: Generalist teachersâ€”™ experiences of class swapping for primary physical education. European Physical Education Review, 2020, 26, 571-586.	1.2	7
27	â€”We Took Picturesâ€”™: Childrenâ€”™s Meaning-Making in Physical Education. Journal of Teaching in Physical Education, 2020, 39, 216-226.	0.9	7
28	â€”It's not a linear thing; there are a lot of intersecting circles!": Factors influencing teachers' implementation of Meaningful Physical Education. Teaching and Teacher Education, 2022, 117, 103806.	1.6	7
29	Irish primary school teachers' experiences with Sport Education. Irish Educational Studies, 2012, 31, 207-222.	1.5	6
30	Developing deep understanding of teacher education practice through accessing and responding to pre-service teacher engagement with their learning. Professional Development in Education, 2019, 45, 832-847.	1.7	6
31	â€”The world is a happier placeâ€”™: Celebration in a whole-of-school physical activity initiative. European Physical Education Review, 2020, 26, 337-352.	1.2	6
32	The why, what, and how of Meaningful Physical Education. , 2021, , 3-19.		6
33	COVID-19 and education: positioning the pandemic; facing the future. Irish Educational Studies, 2021, 40, 147-149.	1.5	5
34	Childrenâ€”™s experiences of pedagogies that prioritise meaningfulness in primary physical education in Ireland. Education 3-13, 0, , 1-14.	0.6	5
35	An Actor-Oriented Perspective on Implementing a Pedagogical Innovation in a Cycling Unit. Journal of Teaching in Physical Education, 2021, 40, 652-661.	0.9	4
36	Follow the leader? Generalist primary school teachers' experiences of informal physical education leadership. Education 3-13, 0, , 1-13.	0.6	3

#	ARTICLE	IF	CITATIONS
37	Teachersâ€™ Engagement With Professional Development to Support Implementation of Meaningful Physical Education. <i>Journal of Teaching in Physical Education</i> , 2021, , 1-10.	0.9	3
38	â€˜Finding the imageâ€™: using photos to give voice to teacher educator professional learning. <i>Curriculum Studies in Health and Physical Education</i> , 2020, 11, 110-128.	0.9	2
39	Digital education futures: design for doing education differently. <i>Irish Educational Studies</i> , 2022, 41, 1-4.	1.5	1